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| --- | --- | --- | --- | --- | --- |
|  | **Standard** | **4** | **3** | **2** | **1** |
| **Cite Evidence** | RI.6.1  W.6.9 | Cites 4 or more pieces of evidence to support the perspective of the historical figure representing a combination of both the explicit and inferred evidence. | Cites 3 pieces of evidence to support the perspective of the historical figure representing a combination of both the explicit and inferred evidence. | Cites 2 pieces of evidence to support the perspective of the historical figure representing a combination of both the explicit and inferred evidence. | Cites 1 piece of evidence to support the perspective of the historical figure representing a combination of both the explicit and inferred evidence. |
| **Compare/Contrast** | RI.6.9 | Accurately identifies the similarities and differences in the author’s presentation of events in the historical pieces being examined and explains how these differences contribute to the understanding of the text. | Accurately identifies the similarities and differences in the author’s presentation of events in the historical pieces being examined. | The student’s comparisons show some misconceptions about the items. | The student’s comparisons show many misconceptions that indicate the student does not understand the text under study. |
| **Vocabulary** | L.6.6 | Uses varied and advanced language (academic and general) with appropriate connotations for meaning. | Uses varied grade-appropriate language (academic and general) with appropriate connotations for meaning. | Uses varied grade-appropriate language (academic and general) but some words may be inappropriately used when considering connotation. | Uses simplistic language, below grade level vocabulary. |
| **Organization, Development & Structure** | W.6.4  W.6.9 | Writing is clear and coherent and demonstrates complex development of ideas. | Writing is clear and coherent and demonstrates adequate development of ideas | Writing is clear and coherent OR demonstrates an adequate development of ideas. | Writing is not clear and coherent and does not demonstrate an adequate development of ideas. |

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